

NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS

2018 Internationalizing the Campus

PROFILES OF
SUCCESS AT
COLLEGES AND
UNIVERSITIES



**Editor**

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Research and Writing

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NAFSA: ASSOCIATION OF INTERNATIONAL EDUCATORS has championed the cause of international education and exchange for more than 65 years, supporting the belief that students with international experience and a global perspective are crucial to the survival of the modern world. Committed to building the skills, knowledge, and professional competencies of its members, NAFSA strengthens international education's biggest asset—the professionals who make educational exchange possible. Today, NAFSA has more than 10,000 members from all 50 states and more than 150 countries. Our members share a belief that international education advances learning and scholarship, builds respect among different peoples, and enhances constructive leadership in a global community.



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ACKNOWLEDGMENTS

NAFSA acknowledges and is very appreciative of the considerable work of the five member-leaders from prior Senator Paul Simon Award campuses who constituted the selection committee responsible for determining the institutions profiled in *Internationalizing the Campus 2018*:

SCHUYLER KORBAN (chair), University of Illinois at Urbana-Champaign

ARIEL ARMONY, University of Pittsburgh

MARCA BEAR, The University of Tampa

CYNTHIA GREEN, Florida State University

DENISE KINSELLA, Santa Monica College

Their careful review of the nominations and thorough deliberations were truly invaluable.

This report was researched and written by Charlotte West, a freelance writer based in Denver, Colorado. A former Fulbright scholar, she has been a contributing writer for NAFSA's *International Educator* magazine since 2007.

Many thanks go to the representatives of the colleges and universities who participated in the project, including all who submitted nominations. We especially thank the institutions featured in this report for their assistance in helping us research and report their stories.

We continue to be indebted to the family of Paul Simon for lending the late senator's name to the Senator Paul Simon Award for Comprehensive Internationalization and the Senator Paul Simon Spotlight Award, bestowed upon the five and three institutions, respectively, in the 2018 report.

Internationalizing the Campus reports from previous years and information about the competition can be viewed online at www.nafsa.org/itc.



Members of the 2018 Senator Paul Simon Award Selection Committee: (left to right) Schuyler Korban (chair), Ariel Armony, Marca Bear, Cynthia Green, and Denise Kinsella.

INTRODUCTION

NAFSA's 16th annual report, *Internationalizing the Campus: Profiles of Success at Colleges and Universities*, reflects the continued growth in support of campus internationalization from campuses across the country since the creation of the Senator Paul Simon Award for Campus Internationalization.

Each year, the selection committee receives an increasingly competitive number of applications from diverse universities across the United States. The committee seeks institutions where internationalization has been broadly infused into all facets of the campus. The 2018 award-winning institutions feature the following characteristics:

- The campus has been widely internationalized across schools, divisions, departments, and disciplines.
- There is evidence of genuine administrative or board-level support for internationalization.
- The campuswide internationalization has had demonstrable impact on students.
- The institution's mission statement contains an explicit or implicit statement regarding internationalization and/or global learning.
- The institution supports education abroad as well as its international faculty, scholars, and students.
- There are programs or initiatives that are innovative and/or creative in their approach to campus internationalization.
- The institution's commitment to internationalization includes the faculty and is reflected in the curriculum.
- There is an international dimension in off-campus programs, community engagement, and successful strategic partnerships.
- There is internationalization in research and/or faculty exchange.

NAFSA received many outstanding nominations from a diverse group of distinguished institutions. Five institutions were awarded the Comprehensive Award and are profiled in this report. They are: Babson College, St. Lawrence University, Stony Brook University, Texas Tech University, and the University of Florida.

Three additional institutions received the Senator Paul Simon Spotlight Award for their outstanding accomplishments in a specific area of internationalization. They include: Baldwin Wallace University for its BW in Zambia program, Harper College for its Global Region of Focus Initiative, and the University of Georgia for its UGA-Minas Gerais Joint Research Partnership.

These eight institutions will be recognized at the Simon Award Presidential Panel and Awards Reception, a special ceremony that will take place on November 13, 2018, in Washington, D.C., as part of International Education Week. The presidents will be featured in a moderated panel discussion about their institutions' success in campus internationalization.

The Simon Award celebrates the legacy of the late Senator Paul Simon of Illinois, a lifelong advocate for international education and exchange, recognizing universities and programs that promote international understanding and a more just and peaceful world. NAFSA continues to support the Senator Paul Simon Study Abroad Act, which would create a program to incentivize institutional change to make study abroad an integral part of higher education. The Simon Study Abroad Act would advance the goal of ensuring that 1 million U.S. college students will study abroad annually for credit; that study abroad participants will be representative of the undergraduate population in terms of gender, ethnicity, income level, and field of study; and that a significantly greater proportion of study abroad will occur in nontraditional destinations.

We hope that international educators will share this report with their institution's top leadership and across all levels of their campus community to celebrate the value of well-planned and well-executed international education efforts and to broaden the reach of best practices in internationalization. *Internationalizing the Campus* is also of great value in connecting with communities beyond the campus. Legislatures and government agencies may find it a helpful tool in discussing and understanding international education and exchange.

NAFSA congratulates each institution recognized in the 2018 *Internationalizing the Campus* report for its outstanding work. These institutions truly recognize the importance of international education in the world today and building a globally competent workforce in the increasingly globalized economy.



Elaine Meyer-Lee, EdD

NAFSA President and Chair of the Board of Directors
Associate Vice President for Global Learning and
Leadership Development, Agnes Scott College



Esther D. Brimmer, DPhil

Executive Director and CEO
NAFSA: Association of International Educators



"On Top of the World" bronze sculpture at the Warrington College of Business Administration.

Photo credit: University of Florida/Hannah Pietrick.

University of Florida

Internationalizing the Gator Nation in the University of Florida's Quest for Excellence

As one of the country's largest comprehensive research institutions, the University of Florida (UF) not only attracts talented international students and scholars, but it also leverages its research strengths in areas such as agriculture and public health to collaborate with partners around the world.

"By our very nature as a land-grant and comprehensive research university, we've always had a lot of international activity," says Leonardo A. Villalón, dean of the UF International Center (UFIC). "But our international efforts were [historically] quite siloed and decentralized. What we've done over the last 15 years is to make a concentrated effort to find ways to share information and coordinate all of that international activity."

Founded in 1991, UFIC has played a pivotal role in promoting comprehensive internationalization to the more than 50,000 students, some 5,000 faculty, and 16 colleges that make up the large, highly decentralized institution. UFIC oversees core international services including study abroad, support for international students and scholars, and cooperative agreements and exchanges. UFIC also maintains a travel registry for faculty and has recently established a global research office to provide information to investigators interested in international studies.

Under UFIC's leadership, the university has engaged in comprehensive internationalization for nearly 15 years. In 2004, the institution received a NAFSA Senator Paul Simon Spotlight Award for its early efforts in assessing international engagement as well as improving in key areas such as international student enrollment and study abroad participation.

Since winning the Spotlight Award, UF has reenvisioned its approach to internationalization, culminating in a quality enhancement plan (QEP) titled "Learning

Without Borders: Internationalizing the Gator Nation," which has served as the cornerstone of the university's 2014 reaccreditation through the Southern Association of Colleges and Schools (SACS).



Photo credit: University of Florida.

W. Kent Fuchs, president of the University of Florida.

PURSUING EXCELLENCE THROUGH INTERNATIONALIZATION

UF's pursuit of comprehensive internationalization has gone hand in hand with its quest to become the flagship institution in Florida and one of the top 10 public universities in the United States.

"For the University of Florida to maintain its strong reputation, it's important that we be perceived as a national and international university with international impact," says Joseph Glover, provost and senior vice president of academic affairs. "We are trying to educate and bring the impact of our research to the rest of the world to contribute to the University of Florida's global stature."

Provost Glover and President W. Kent Fuchs want to boost UF's global reputation by attracting top international graduate students and scholars through the institution's research profile. Such efforts to entice students and scholars include the introduction of in-state tuition for incoming Fulbright fellows and the offer of competitive stipends and benefits packages for talented international graduate students.

Between 2006 and 2016, UF increased the number of enrolled international students by more than 50 percent, with the student body representing

approximately 130 countries of origin. Taking into account the students on optional practical training, UF hosted more than 7,000 international students in fall 2016. The majority of the growth was among international graduate students, who make up approximately 87 percent of UF's international students. The university has recently begun focusing more attention on growing its undergraduate enrollment, creating a dedicated undergraduate recruitment position in 2015.

Fuchs says that the benefit of increasing UF's international student population, both undergraduate and graduate, is twofold. "The education of students from the state of Florida is enriched by having other students from around the world," he says. "If we're going to raise the stature of the institution, we need to be even more known worldwide and having students from abroad is one way of doing that."

PARTNERING TO PROMOTE INTERDISCIPLINARY RESEARCH

According to Provost Glover, the university is increasingly engaged in large, interdisciplinary research projects that involve academic units across campus, ranging from the College of Medicine to the College of Agricultural and Life Sciences. "To find all of these



Photo credit: University of Florida.

Preparing for the Flags Parade during International Education Week.



Photo credit: University of Florida.

In May 2018, the Department of Environmental & Global Health launched UF's first undergraduate study abroad program in Haiti, giving students the opportunity to receive training in quantitative and qualitative field methods.

capabilities on one campus is a very rare thing in the United States,” Glover says. “We are probably one of the very few universities that is set up to really address large issues [like public health in Africa] that you find in various hotspots around the world.”

Fuchs adds that international research efforts are further supported by the Division of Global Compliance and Research Support in the UF Office of Research. “The research office has really redoubled its support for certain parts of the world that faculty are engaged in that don’t have the infrastructure that we would rely on when we’re there. The best example is Haiti,” Fuchs says.

Several UF colleges and academic units have had long-term engagement in Haiti. For instance, the UF Center for Latin American Studies (LAS) has significant ties to Haiti and is one of the few institutions in the United States where students can study Haitian Creole.

UF’s interdisciplinary Emerging Pathogens Institute (EPI) also has a major global research portfolio, with collaborations in more than 75 countries, reflecting the critical nature of international work in understanding how pathogens (such as Zika or Ebola) are transmitted and controlled. Given Haiti’s close proximity to Florida,

EPI has placed a major focus on research in that country, with grant support from the National Institutes of Health, the U.S. Department of Defense, the National Science Foundation, the European Union, and the Bill & Melinda Gates Foundation. Researchers have taken advantage of the permanent UF/EPI laboratories located in Haiti and have performed work with a wide range of pathogens.

Health studies in Haiti have been conducted in close collaboration with the School of Medicine at the Université d’État d’Haïti (UEH) (State University of Haiti). EPI and UF provided consultation to UEH on rebuilding the School of Medicine after it was destroyed during the 2010 earthquake. “We assisted with the design for the laboratories in the School of Medicine and have worked with them to set up functioning laboratories within the new building,” says Glenn Morris, EPI director and professor of medicine.

The University of Florida’s EPI and College of Medicine have been instrumental in the development of student and faculty exchange and educational programs linking the two universities. Water, which is a cornerstone of global health, has emerged as a major common interest.



Photo credit: University of Florida.

International Scholars program spring 2018 graduates.

Under the leadership of EPI and the UF Water Institute, UF cosponsored a two-day Water Summit with UEH in fall 2017. The summit brought together more than 200 experts from five different Haitian government ministries; academia, including UF graduate and undergraduate students; international agencies, including the U.S. Centers for Disease Control and Prevention and the United Nations Children’s Fund; nongovernmental organizations; and the commercial sector.

The University of Florida’s Institute of Food and Agricultural Sciences (UF/IFAS) has also been conducting research and community outreach in Haiti for more than 50 years. UF/IFAS is currently the lead institution on a new five-year project funded with a \$13.7 million grant by the United States Agency for International Development (USAID) as part of the Feed the Future global hunger and food security initiative.

LEVERAGING ACCREDITATION TO PROMOTE INTERNATIONALIZATION

The creation of the Learning Without Borders QEP provided an opportunity for UF to think creatively about how it approached internationalization. According to President Fuchs, the accreditation process and QEP

allowed the university to focus programmatic efforts on creating international opportunities for undergraduates. This was achieved by establishing the Office of Undergraduate Academic Programs (UAP), housed within UFIC, to oversee the International Scholars program and an international studies major, among other initiatives. The UF administration committed more than \$500,000 in additional funding per year for 5 years to support the implementation of the QEP.

Leading the implementation of the QEP are Matthew Jacobs, UAP director and history professor, and Paloma Rodríguez, UAP associate director. While some of the QEP funding is dedicated to diversifying study abroad offerings and supporting student scholarships, the majority of the investment is focused on internationalizing students’ experience on campus.

Rodríguez says that student learning is the focal point of the QEP. “This is a student-centered initiative, with internationalization at home at its very core,” she adds. “We have built internationalization around the students, not the programs or the faculty or the content. The QEP is called ‘Learning Without Borders.’ It’s the learning process that we curate every day.”

Jacobs says that internationalizing the undergraduate experience is often very narrowly conceived as education abroad. Over the past 7 years, nearly 22,000 UF students have studied abroad, representing an average of 4.5 percent of total full-time equivalent enrollment.

“We certainly want to do everything in our power to get more students going abroad. But the numbers tell us that even if we double our participation, that’s still only 10 percent of UF students abroad,” Jacobs says. “So when we think about internationalizing their experience, we’ve got to think about what we can do between Archer Road and University Avenue, between 13th Street and 34th Street—those are the boundaries of campus.”

The QEP’s signature program is the International Scholars program, a cocurricular program open to undergraduates from all majors. Around 500 students are currently enrolled in the program, and approximately 100 students have graduated with an international scholar distinction since the program launched in fall 2015.

Students are required to take 12 credits of approved courses with international content, participate in an international experience or take two semesters of a foreign language, and attend four international events on campus. The capstone requirement is the creation of an e-portfolio that features photography, reflections, research papers, and other content that show the ways in which students have been globally engaged. Students who enroll in the International Scholars program can simultaneously enroll in the UF Peace Corps Prep program.

Rodríguez has collaborated with career services staff to help guide students on how they can use their e-portfolios to demonstrate the skills they have learned to prospective employers. She works with the students to help them articulate the ways in which global engagement contributes to their employability.

Elle Gough is an international studies, anthropology, and French triple major who graduated in May 2018. Following a semester abroad in Lyon, France, she joined the International Scholars program as a way



Photo credit: University of Florida.

International Scholars program students share their global and professional learning journeys by developing e-portfolios.

to structure her international experiences moving forward. She then became a peer adviser to encourage other students to consider study abroad and participated in a UF-sponsored summer program to India.

Gough says the e-portfolio allows her to bring everything together in a central location. “[The e-portfolio] gives me a running record of everything I’ve done,” she says. “It helps me retrace my own history, my own timeline of making my own experiences more international.”

Rodríguez says that the e-portfolios also allow staff to get a snapshot of the international work that students are doing. “It provides us a glimpse at what global engagement looks like for students at UF, so that now we can see how to take this to the next level,” she says.

PROMOTING INTERNATIONALIZATION THROUGH AREA STUDIES CENTERS

Building on UF’s strength as a comprehensive research university, the three Title VI National Resource Centers have been key players in the university’s



Photo credit: University of Florida.

Leonardo A. Villalón, professor and dean of the UF International Center.

comprehensive internationalization efforts. The UF Center for Latin American Studies (LAS), founded in 1930, is the oldest center in the United States that is focused on that region. The university created the Center for African Studies (CAS) in 1964, followed by the Center for European Studies (CES) in 2001.

According to Philip Williams, director of Latin American studies, the centers have played a unique role in centralizing international activities on campus because they cut across disciplinary boundaries and engage faculty from all 16 colleges. For example, the Tropical Conservation & Development program, a graduate certificate program that focuses on the integration of conservation and poverty alleviation in the tropics, is the result of collaboration between LAS and CAS.

The area studies centers use Title VI grants to develop new course offerings, provide start-up funding for study abroad, create research opportunities for students, and organize cultural events on campus. “We have close collaboration with UFIC in terms of developing the programs, seeding and promoting programs, and finding scholarship opportunities for students,” Williams says. “A lot of the academic and cultural programming related to these three regions, including training in critical languages or less commonly taught languages, comes through Title VI funding.”

Through all three centers, undergraduate and graduate students can receive Foreign Language and Area Studies fellowships funded by the U.S. Department of State to study lesser and least commonly taught languages from Africa, Europe, and Latin America. The centers offer both summer language institutes for high school and university students and language immersion programs abroad.

In addition to traditional study abroad programs, the area studies centers provide travel and research grants for faculty and students engaged in their respective regions. The Center for African Studies, for example, provides funding for undergraduates to accompany a faculty member abroad to conduct field research through the Research Tutorial Abroad program, a model that the Center for Latin American Studies is considering replicating.



Photo credit: University of Florida/ Lyon Duong.

Scholars gathering during the UF Fulbright Annual Reception.

In 2017, CAS sent four students to Ghana with a faculty member to document an endangered language. The center has also supported UF dance students who traveled to Guinea, where they studied with two national dance companies.

FOSTERING GLOBAL RESEARCH ENGAGEMENT FOR FACULTY AND GRADUATE STUDENTS

To help promote global research, UF established the Office for Global Research Engagement (OGRE) in 2015. The office serves as a centralized resource for faculty who want to conduct international research, and it offers a series of workshops on topics such as international partnership compliance and collaborating with an international team. In addition, OGRE staff provide feedback on grant proposals, help faculty develop budgets, and facilitate interdisciplinary knowledge networks based on shared geographic interests or topics such as global health.

OGRE's signature program is the Global Fellows program, which offers professional development

workshops and travel grants for faculty. Every year, the office selects a cohort of 10 to 12 faculty members who are interested in doing research abroad.

Biology professor and botanist Emily Sessa was part of the first cohort of Global Fellows in fall 2015. As a plant systematist, she focuses on the relationships between plants. Her international trips involve collecting plant samples from all over the world, which she then processes at her lab in Gainesville, Florida.

As a Global Fellow, Sessa found the faculty workshops extremely helpful, partly because of the network she established across campus. "As a younger faculty member, it was a nice way to get to know faculty in other departments and colleges," she says.

Sessa also received a \$4,000 travel grant, which she used to travel to Finland to visit with colleagues at the Finnish Museum of Natural History. As a result of her trip to Finland, she has published a paper and applied for a grant from the Finnish Academy of Sciences and Letters. Her travels also strengthened her application

for the National Science Foundation (NSF)'s Faculty Early Career Development program, which prioritizes international collaboration.

"A lot has come from that funding. It's been really good for me professionally to have that face time with my collaborators there. It's nice to be at an institution that has so much support for internationalization," Sessa says.

In addition to providing support for faculty, OGRE coordinates funding for graduate students through the Research Abroad for Doctoral (RAD) students program. Advanced PhD candidates in the science, technology, engineering, and mathematics (STEM) disciplines can receive up to \$10,000 to conduct research at an international laboratory or field site. Since the program's inception in the 2015–16 academic year, RAD has bestowed 22 awards, totaling more than \$120,000.

Zachary Emberts, a PhD candidate who focuses on entomology, used his funding to travel to Australia and

Singapore to work with leading scientists in his field. He says this kind of support was essential when he was finishing his dissertation, considering the recent cuts to federal funding for doctoral students.

"The funding environment right now is hard, especially for someone who has passed their candidacy. I would not have had the opportunity to go without this funding," Emberts says. "It has already paid off in terms of my professional growth and development, but it will hopefully continue to pay off in terms of the research that has yet to come to fruition."

Support for faculty and graduate student research abroad speaks to UF's ongoing quest for excellence. "The findings are that when faculty collaborate on joint international publications, those articles are cited more often and they are submitted to higher impact journals," says Julie Fesenmaier, OGRE associate director. "That benefits the university. It feeds into our mission of being a top research institution."



Photo credit: University of Florida.

Historic preservation program at UF's College of Design, Construction and Planning.



UF students participating in the African Americans in Paris study abroad program.

Photo credit: Tom Reeves/Discover Paris! 2014.

BUILD FACULTY NETWORKS TO HELP RECRUIT INTERNATIONAL GRADUATE STUDENTS. Matt Mitterko, associate director of graduate international outreach, focuses on matching prospective students with advisers across UF's 16 colleges. Sometimes, he says, students might be better matched with a faculty member outside of the specific program to which they applied. "Students need to find the right faculty member with the right research methodology, and they're not always connected when they apply," he explains. "Having a network of faculty who are both plugged into certain research topics but who are also interested in working with international graduate students has been really beneficial for us."

FACILITATE ACCESS TO FINANCIAL AID COUNSELING FOR STUDY ABROAD. A financial aid officer who has been trained in the nuances of study abroad financing regularly offers office hours at the UF International Center (UFIC). "Not only do our students receive firsthand financial aid information right here in our office, there is also a much closer relationship between our office and financial aid now," says Susanne Hill, UFIC executive director. "With this position in place, the close and constant communication between our offices allows for a much smoother process with fewer errors and more efficient reporting structures."

PROMOTE THE POSITIVE IMPACT THAT STUDY ABROAD HAS ON GRADUATION RATES AND GPAS. As a public institution, UF is under pressure to help its students graduate within 4 years. According to Paloma Rodríguez, the quality enhancement plan (QEP) process introduced a new culture of assessment within international education that has shown that UF students who study abroad often graduate sooner than their counterparts. The findings help demonstrate the value of education abroad. UFIC is currently designing a new study to better understand how study abroad impacts the retention and success of underrepresented students.



RECIPIENTS OF THE SENATOR PAUL SIMON AWARD FOR CAMPUS INTERNATIONALIZATION (2007–2017)

2017 WINNERS

Florida State University
Santa Monica College
University of Iowa
University of Pittsburgh

2017 SPOTLIGHTS

Spelman College
Texas Christian University
University of North Texas

2016 WINNERS

College of William & Mary
New York Institute of Technology
University of Massachusetts Boston
The University of Tampa

2016 SPOTLIGHTS

East Carolina University
Texas Tech University
University of North Carolina
at Chapel Hill

2015 WINNERS

Mount Holyoke College
North Central College
University of Delaware
University of San Diego
University of Virginia

2015 SPOTLIGHTS

Rice University
Virginia Commonwealth University
Wake Forest University

2014 WINNERS

Columbus State University
North Carolina State University
Rutgers, The State University of New Jersey
The Ohio State University

2014 SPOTLIGHTS

Albion College
George Mason University
The University of Texas at Austin

2013 WINNERS

Colorado State University
Green River Community College
Lone Star College System
St. Cloud State University
University of South Florida

2013 SPOTLIGHTS

Fairfield University
Massachusetts Institute of Technology
Northwestern University

2012 WINNERS

College of Saint Benedict/
Saint John's University
Juniata College
Northern Arizona University
San Francisco State University
University of Michigan

2012 SPOTLIGHTS

Providence College
University of Arizona
Washington and Jefferson College

2011 WINNERS

Beloit College
Indiana University-Purdue
University Indianapolis
Kennesaw State University
Macalester College
New York University

2011 SPOTLIGHTS

Barnard College
University of Rhode Island
University of San Diego

2010 WINNERS

Carnegie Mellon University
Hobart and William Smith Colleges
Loyola University Maryland
Northeastern University
University of San Francisco

2010 SPOTLIGHTS

Borough of Manhattan Community College
College of the Atlantic
La Roche College

2009 WINNERS

Boston University
Connecticut College
Pacific Lutheran University
Portland State University
University of Minnesota-Twin Cities

2009 SPOTLIGHTS

Berklee College of Music
Fairleigh Dickinson University
University of California-Davis

2008 WINNERS

Goucher College
University of Illinois at Urbana-Champaign
Nebraska Wesleyan University
Pittsburg State University
Valparaiso University

2008 SPOTLIGHTS

Colorado State University
Miami Dade College
Webster University

2007 WINNERS

Calvin College
Elon University
Georgia Institute of Technology
University of Oklahoma

2007 SPOTLIGHTS

Shoreline Community College
Valparaiso University



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